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Annual Report

Volume I

Education 1983-84

West Virginia Department of Education

Seventy-first Report

(Thirtieth Annual Report) of the State Superintendent of Schools

Volume I

State of West Virginia
For the period

July 1, 1983
to
June 30, 1984

Roy Truby
State Superintendent of Schools

State of West Virginia
Department of Education
Charleston
25305

ROY TRUBY
STATE SUPERINTENDENT
OF SCHOOLS

November 1, 1984

The Honorable John D. Rockefeller, IV
Governor of West Virginia
Charleston, West Virginia 25305

Dear Governor Rockefeller:

The Seventy-first Report (thirtieth annual report) of the State Superintendent of Schools, Volume I, is respectfully being submitted to you with this publication. It has been prepared in compliance with the Official Code of West Virginia §§18-2-15, 18-3-8, 5-1-20 and 5A-3-28.

Under separate covers we are pleased also to present to you the Annual Report of the West Virginia Division of Vocational Rehabilitation and the Annual Report of the West Virginia Schools for the Deaf and the Blind.

Respectfully Submitted,

P. J. Morris

Paul J. Morris
President of the State Board of Education

Roy Truby

Roy Truby
State Superintendent of Schools

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and
State Superintendent of Schools

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Bureau of Vocational, Technical
and Adult Education

James Gladwell
Assistant Superintendent
Bureau of Services and Federal Assistance

John Pisapia
Assistant Superintendent
Bureau of Learning Systems

James Smith
Assistant Superintendent
Bureau of Finance and Administration

Introduction

Efforts this year toward a more thorough and efficient system of public education in West Virginia were advanced by implementation of numerous key policies by the state board of education and strong support by the legislative and administrative branches of state government.

Most of these efforts were initiated prior or coincidental to the body of national reports which spawned what is popularly called the "excellence movement." They directly addressed improved quality of West Virginia's public education curriculum, instruction and facilities.

For example, thousands of teachers worked with state department of education staff to write and verify learning outcomes. Additional emphasis was placed on the need for higher expectations for students, and a review was underway that could lead to increasing graduation requirements. A policy on student participation in extra-curricular activities went into effect.

A computer network established this year drew national attention as it appeared to be the first of its kind in the nation and a model for other states. Plans were in place for the first Governor's Honors Academy for gifted and talented students and the first Principals Academy, both scheduled for the month of July.

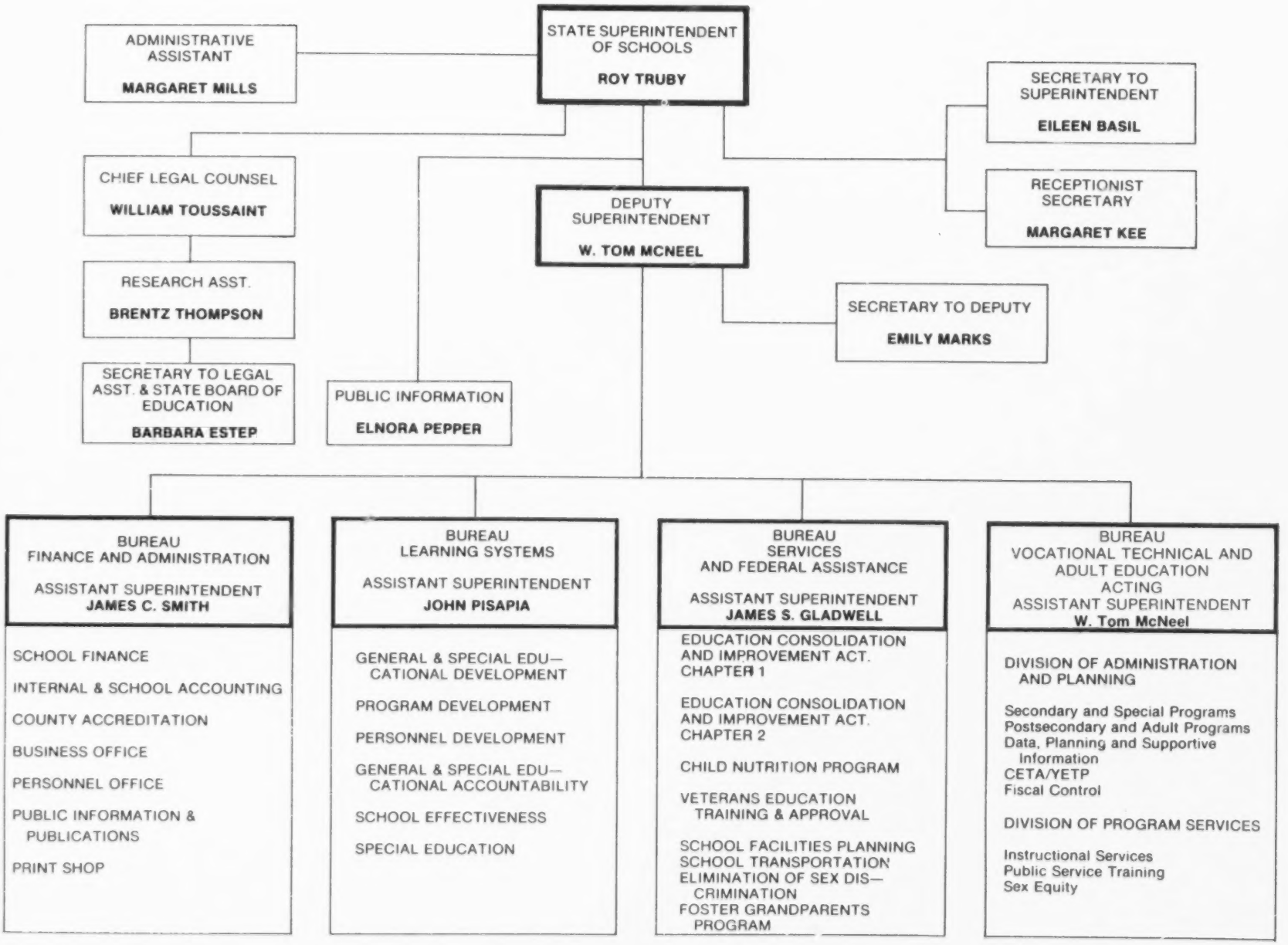
An interagency agreement was formed by the departments of education and health, pursuant to the Medley Consent Decree court order. The department of education accepted the responsibility for providing educational services and the administration of education programs for school age individuals in certain state facilities.

An unprecedented boost came through action in what was declared to be the best legislative session in the history of the state since the county unit was established. There were salary increases for school personnel, plus, in most instances, an additional increase brought on by the first phase of an equity schedule. In addition, many other school improvements were funded for next school year.

The greatest hope for educational improvements, however, came with a constitutional amendment to be voted upon in the November 1984 general election: SJR-4, Amendment No. 4, Better Schools, Roads and Public Work Construction Amendment. If approved by the citizens of West Virginia, the amendment will provide for a statewide excess school levy for education programs, textbooks, salaries, supplies and other services, and a one-cent dedicated sales tax for building new schools and repairing old ones.

ORGANIZATIONAL CHART

West Virginia Department of Education



Bureau of Learning Systems

The Bureau of Learning Systems was responsible for developing several landmark education policies. In accordance with the **Master Plan for Public Education,** the bureau worked cooperatively with the Bureau of Vocational, Technical and Adult Education to develop regulations for assuring equal educational opportunity in general, vocational, and special education (Policy 2510), a learner-based curriculum for all public school programs of study (Policy 2422.01), and verified programs of study in art, reading, science, mathematics, and several vocational-technical areas. These policies were designed to assure quality education and to implement the responsibilities and commitment of the West Virginia Board of Education to provide a thorough and efficient system of education as required in the West Virginia Constitiution, the **School Laws of West Virginia,** and the comprehensive court opinion Pauley v. Bailey.

The Bureau of Learning Systems developed a strategic plan for implementing technology in education through the West Virginia Task Force on Technology in Education, whose members include educators and lay citizens. The bureau also was involved in the design, installation, and implementation of the West Virginia Microcomputer Educational Network (WVMEN). Related to this project, a statewide leadership training workshop for chief instructional leaders, state education agency staff, and deans of colleges and universities was established. The bureau also was involved in assisting the Southeastern Regional council for Educational Improvement in the design, development, and implementation of a major national conference focusing on partnerships related to technology in education.

The Bureau of Learning Systems continued to work with the chief instructional leaders network. A management plan was developed and implemented for increasing the visability and input of this group into issues regarding curriculum, instruction, legislation, technology, and educational personnel development. Regular and special meetings were conducted throughout the year and a regional communication network was established.

The research and information systems staff coordinated the implementation of a management information system that included: (a) enrollment projections for all counties and the state; (b) development of a system for reporting trend data on important variables in the education process; (c) analysis of data for a number of reports and studies, such as the Southeastern Educational Information System publications and the State Development Plan; (d) technical assistance in the development of a special education management information system and a textbook adoption and utilization reporting system; (e) technical assistance in the revision of the teacher certification data processing system and the State-County Testing System; (f) coordination of a department-wide needs assessment related to microcomputers and word processing equipment; (g) participation in the review of proposals for all state microcomputer contracts; (h) the receipt and transmission of messages for several electronic mail systems; and (i) leadership, special assistance and service to county, regional service agency and department personnel in the planning and implementation of data management activities.

The bureau reviewed Policy 2510 relative to program, staff and school improvement and developed a process and procedures for translating policies into practice through an educational improvement process.

The Bureau of Learning Systems developed a strategic plan for implementing technology in education.

Office of Educational Program Development

The Office of Educational Program Development is comprised of four units: (a) General Educational Program Development, (b) Special Education Program Development, (c) Student Support Services, and (d) Textbook Adoption/Data Management. The office is primarily responsible for providing leadership, service, and technical assistance in a comprehensive system of student learning models, curricular structures, instructional strategies, administrative services, and evaluation designs for enhancing and verifying the performance of students in early childhood, middle childhood, adolescent education and adult education programs.

General Education Program Development

In accordance with state board approved procedures, four programs of study: art, mathematics, science, and reading which included 65 areas of study were verified.

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Task forces were appointed in the areas of behavior disorders, educable mentally impaired and gifted education.

Office staff made national presentations highlighting West Virginia's outstanding educational accomplishments.

The general education programs of study verification involved eight counties, 155 schools, and 745 teachers. The process resulted in 1,464 completed verification forms. Moreover, 1,515 comments by experienced, practicing and certified teachers were reviewed.

The unit developed a program guide model to assist in the implementation of the learning outcomes. The major sections of the model included the following: (a) program of study, (b) program profile, (c) learning outcomes, (d) program guide, (e) staff development materials, (f) training materials, and (g) a projected section for trend data.

The General Education Program Development and Student Support Services units were responsible for 16 major learner-centered projects which provide direct recognition to students for their achievement.

The General Education Program Development Unit was involved in major development projects which resulted in the production of the following: (a) sample lesson plans in art and science, (b) learning outcomes in high incident areas: choral music and instrumental music, (c) music prototype program guide and music management information system, (d) statewide music staff development program involving 30 competency-based staff development workshops for 570 music educators, (e) basic skills list for mathematics, and (f) a technical mathematics program of study. Unit staff completed an analysis of 1983-84 policies and have developed projections regarding protocols, materials, and resources to be developed for 1984-85.

Student Support Services

The Student Support Services Unit established a framework for developing educational programs with the assistance of its client groups: (a) social service and attendance workers, (b) school counselors, (c) school psychologists, (d) school nurses, (e) safety and driver education teachers, and (f) the Interim Advisory Committee on Athletic Trainers. Included in the framework were liaison relationships with the departments of health, highways, motor vehicles, public safety and labor. The major products that resulted from the efforts of unit staff, client groups and liaison groups included a draft handbook for social services and attendance workers; a draft handbook for school nurses; and brochures delineating the mission, purpose, roles and responsibilities of student support services, school psychology, and school health services.

Textbook Adoption/Data Management

The textbook Adoption and Data Management Unit completed textbook adoptions for Group II - English, handwriting, correlated language arts, composition and grammar, oral communication (speech and listening), contemporary America, and economics. Bids were received from 34 publishers, which resulted in 96 contracts, 96 bonds, 19 extensions, and six substitutions.

Data management activities included pertinent bureau, office and unit activities related to the Bureau Management Information System and subsequent prototypes. Included in those activities were the **55 County Adoption Reports for Group II** and the **Basal Textbook School Utilization Reports for Group I** from all schools.

Special Education Program Development

The Special Education Program Development Unit completed and implemented a position paper regarding special education program development and the educational framework for special education program development. Task forces were appointed in the areas of behavior disorders, educable mentally impaired and gifted education. Each task force initiated the development of draft documents.

Service/Technical Assistant/Regulation

Office staff provide services to county school districts and related agencies in accord with standards, policies, rules and regulations approved by the West Virginia Board of Education. Technical assistance services were through inservice, continuing education, professional development activities, workshops, and conferences at the school building, county, regional, and state levels. Office staff made national presentations highlighting West Virginia's outstanding educational accomplishments.

The research and development projects initiated by the office continued to function and expand. The projects which are self-sustaining include: (a) Putnam County's Teacher Effectiveness Classroom Management Project, (b) Ohio County's Teacher Effectiveness Classroom Management Project, and (c) Raleigh County's Computer Mathematics Laboratory. Each of these experimental projects includes a control group. These projects have received state wide attention and, also, have generated national interest in West Virginia's research and development activities.

Office of Educational Personnel Development

This office has responsibilities for a comprehensive system of personnel development through these major components: initial training, staff development and certification. During the year, the office developed guidelines and provided technical assistance to institutions of higher education as they worked to resubmit their teacher education programs to the West Virginia Board of Education by January 1, 1985. Technical assistance was provided, also, to county school districts in meeting staff development and certification requirements in accordance with Policy 2320, county accreditation. Particularly noteworthy at the office level were efforts in the area of integrating special education training and regular education training, coordination of the development of an evaluation/incentive system, and development of teacher training programs at the West Virginia Schools for the Deaf and the Blind in visually and hearing impaired.

Teacher Education Unit

The teacher education unit continued to serve as liaison to 17 West Virginia institutions of higher education which offered a total of 334 approved programs in 1983-84 and were expected to recommend 2685 endorsements for their graduates in 52 certification fields. The liaison's role was primarily of an information nature related to implementation of Policy 5100, **Assuring the Quality of Learning in West Virginia Schools: Plan for Professional Development of Educational Personnel,** which is scheduled for full implementation in September 1985.

Educational Personnel Preparation Advisory Committees. The chief vehicle for providing information to the institutions of higher education on Policy 5100 and other educational personnel development matters was the unit's service on institutional Educational Personnel Preparation Advisory Committees.

Further Developments in Policy 5100. During the year, the teacher education unit was significantly involved in the further development of Policy 5100. The policy includes four major components: preprofessional skills, general studies, content specializations, and professional education. With the exception of general studies, major activities occurred with each of the components.

In December, the West Virginia Board of Education adopted basic skills task force guidelines, along with test objectives and tests for the areas of speaking, writing, reading and mathematics. The state board also changed the original definition of the component, i.e. basic skills, to preprofessional skills.

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In the content specialization component, teacher education unit staff served as coordinator in the development of nine content specialization tests. The process included participation by West Virginia educators in all phases of test development. Approximately 170 West Virginia educators served on test development committees. Also, over 1,700 West Virginia public school education personnel were surveyed as part of the job analysis phase in test development. Following a field test of the proposed examinations by 200 individuals, the result is a set of job-related objectives which have been disseminated to the IHEs. A blueprint for the assessment of professional education performance outcomes also was developed.

Approximately 170 West Virginia educators served on test development committees.

The teacher education unit coordinated the review of a cooperative specific learning disabilities program proposed by Bluefield State and Concord Colleges. The review also included a proposed program in SLD to be offered by Bethany College. Another review focused on a proposed program in physical science at Glenville State College. Both the physical science and SLD review were pilots of a process which emphasized the review committee's assessment of the institution's capability to deliver state program outcomes. These initial reviews were conducted in Charleston rather than on-site by a panel comprised of the appropriate content specialists.

Continuing Education Unit

The continuing education unit coordinated the implementation of continuing education for educational personnel, Policy 5500; coordinated a network of teacher education and professional development centers; and assisted in the development of training programs for specific school staff groups, e.g. vocational educators, school nurses, special education teachers for Special Olympics, and middle childhood educators.

Continuing Education. The unit's main function was coordinating the continuing education of educational personnel in the 55 county school districts. Two statewide meetings were held for the 55 county continuing education coordinators. Technical assistance and training were provided for county continuing education councils throughout the year.

The continuing education programs provided training to meet the changing job

Job-related training for classroom, general school, and clerical aides was included in the continuing education county programs during the school year in accordance with Policy 5140.

related needs of public school educators. The programs required and received high level involvement from teachers and council members. Futhermore, they resulted in more active, positive involvement of educational personnel.

Job-related training for classroom, general school, and clerical aides was included in the continuing education county programs during the school year in accordance with Policy 5140.

Teacher Education and Professional Development Centers. The continuing education unit continued to provide support to the three teacher education centers and the three professional development centers. Some of the center activities included placing student teachers, addressing the needs of beginning teachers and offering training to supervising teachers.

Certification Unit

The certification unit achieved several major goals which resulted in increased efficiency of certificate processing, liaison roles to counties and colleges, improved relationships with counties from a service orientation, and improved communication with other offices within the bureau and the department.

This change has resulted in a less than three week turnaround time from the date an application is received to the date the certificate is mailed.

Increased Efficiency. The certification unit implemented a procedure which continued to streamline the application processing procedures. This change has resulted in a less than three week turnaround time from the date an application is received to the date the certificate is mailed.

During the year, approximately 15,000 applications were received and reviewed.

Processing Applications. During the year, approximately 15,000 applications were received and reviewed. These included requests for professional teaching, administrative and service certificates; temporary licenses; salary classifications; permits; and authorizations. Staff continued the processing of original certificates on-site at four institutions of higher education at the end of each semester which resulted in more efficient, accurate, and timely processing of applications.

The certification unit has also coordinated a data processing reporting system which will reflect more accurate data relative to trends in certification and will provide information to each department staff member related to his/her area of responsibility within public school programs of study.

The number of handicapped students served on December 1, 1983, and reported to the U.S. Department of Education for EHA, Part B funding totaled 41,351 or 11.14% of the school age population.

Interstate Reciprocity. Participation in the Interstate Certification Contract Administrators Association continued with 28 states cooperating. West Virginia continued to hold a leadership position within the compact. Additionally, West Virginia has been in a leadership position in the development of a reciprocity system through the Southeast Regional Council for Educational Improvement, which will ease movement across state lines among the ten southern states.

Regional Meetings. The regional meetings continued to follow an office effort to provide increased technical assistance and increased services to county school districts, institutions of higher education and individual educational personnel.

Nine public hearings were held relative to new certification patterns as they relate to the **Master Plan for Public Education.** New patterns will be implemented July 1, 1985, in accordance with **Policy 5100.**

Technical Assistance and Liaison Roles. The certification staff, in addition to technical assistance via telephone with all county school districts and teacher education institutions, conducted training and assistance activities in Kanawha and Wood Counties and at Bluefield State College, Concord State College, and West Virginia College of Graduate Studies.

Other Activities. The certification staff continued to work with the Coordinator of Data Processing and Preparation on the teacher assignment schedule and updated the area of study code listing for dissemination to the county boards of education.

Staff also implemented a procedure for tuition reimbursement in accordance with legislation allowing individuals to be reimbursed for renewal credit. Approximately 600 applications were received.

Office of Special Education Administration

Administrative Services Unit

Data collected by the Administrative Services Unit indicated that 48,563 exceptional students (handicapped and gifted) received special education and related services at the end of the second school month, an overall gain of 2,619 students (5.70%). The total number of pupils served comprised 13.09% of the total school age population. The number of handicapped students served on December 1, 1983, and reported to the U.S. Department of Education for EHA, Part B funding totaled 41,351 or 11.14% of the school age population.

This was a gain of 0.52% over December 1, 1982.

Members of the department, along with other agencies, associations and groups worked extensively with subcommittees of the legislature to support continued state aid for special education. The resultant funding totaled $7,249,992.

As a result of approval of the State Plan by the U.S. Department of Education, funding was received under Part B of the Education of the Handicapped Act (EHA) during 1983-84 in the amount of $10,192,346. Also, a $215,233 Preschool Incentive Grant Award was received under EHA, Part B for providing services to handicapped children ages 0-4.

The major portions of both state and EHA, Part B funds were distributed to county school districts via a county application approval process. County application documents for FY-85 were developed and distributed. A new major element of the application process was the inclusion of five year trend analysis data for each county for each area of exceptionality. County school districts will use these data for program planning, development, and evaluation.

Funding of $122,430 was also received under Part C of the Education of the Handicapped Act for training and programming for deaf-blind students.

Monitoring and Compliance Unit

A major responsibility of the Office of Special Education Administration is assuring state and local compliance with federal and state laws and regulations pertaining to the education of exceptional children. The activities undertaken each year by the monitoring and compliance unit enable the office to meet this federally mandated responsibility.

To determine local compliance with the laws and regulations, comprehensive program evaluations of 14 county school districts were conducted by the office cooperatively as a part of the on-site county accreditation reviews. In addition, on-site monitoring reviews of the educational programs in residential facilities were conducted by the office in three facilities operated by the department of health and five facilities operated by the department of corrections.

The monitoring effort included other activities, e.g., the review of funding applications and compliance plans, training sessions for review team members, visits to districts and facilities to provide technical assistance and the preparation of materials and reports.

Compliance management activities included the maintenance of a toll-free Parent Action Line for assistance to parents of exceptional students, preparation of responses to written complaints and inquiries, correspondence with advocacy groups, liaison activities with other bureaus and agencies regarding compliance with regulations for exceptional students and technical assistance regarding the provision of appropriate educational and related services to exceptional students.

The unit processed more than 50 formal complaints from parents and advocates regarding the delivery of free appropriate public education for exceptional students. The complaints dealt with due process rights, violation of assessment timelines, transportation, lack of provision of related services, lack of appropriate facilities, excessive caseloads and reduced instructional day for special education students.

Public awareness activities included the revision of the parent manual **Hand in Hand,** the pamphlet **A Guide for Parents,** and various posters and leaflets. In addition, the office provided copies of public awareness materials on request and coordinated the distribution of the new **Regulations for the Education of Exceptional Students.**

The Due Process Hearing Officer's Training Manual has been revised to conform with the new **Regulations for the Education of Exceptional Students.** Annual training was provided for thirty due process hearing officers.

This unit coordinated the activities of the West Virginia Parent Training Project. A state level task force was formed to advise and support project activities. Training was conducted with subsequent state technical assistance being provided to county level activities.

Residential Programs Unit

The Office of Special Education Administration assumed the direct administrative and supervisory responsibilities of special education programs and services maintained in state health facilities February 1, 1984. This is to assure that all school age handicapped individuals residing in the state health facilities have available to them a free, appropriate public education that is provided in the least restrictive environment. In support of this endeavor the state legislature appropriated

Members of the department, along with other agencies, associations and groups worked extensively with subcommittees of the legislature to support continued state aid for special education.

The unit processed more than 50 formal complaints from parents and advocates regarding the delivery of free appropriate public education for exceptional students.

The 1982 graduate follow-up survey of 21,665 high school graduates indicated that 52% planned to be employed, join the military, or be a homemaker.

The annual dropout study showed the number of dropouts in grades 7-12 for the 1982-83 school year to be 5,930 (20.10%), a decrease of eight over the previous year.

$1,135,000 to provide the needed personnel and services.

Pursuant to the provision of educational services to exceptional individuals maintained in other residential settings, a liaison function continued to exist between the Office of Special Education Administration and the department of corrections and human services. Funding is provided to aid in the improvement and expansion of special education services maintained by those agencies.

Additional services, e.g., monitoring and technical assistance, continued to be provided to all public agencies providing educational services to exceptional students to assure compliance with federal and state regulations.

Office of School Effectiveness

The Office of School Effectiveness had as one of its major responsibilities the task of designing and implementing a system for identifying the level of effectiveness of schools. A second major responsibility was to review and revise, if necessary, the State-County Testing Program. Other responsibilities were to update existing evaluation/classification documents, classify all public schools, classify and/or exempt non-public schools, design and develop an approval process for kindergarten programs and administer the North Central Association evaluation and accreditation process.

Additionally, the office had the responsibility of preparing and processing data collection instruments relating to teacher assignment schedules, dropout reports, and the graduate follow-up survey.

School Effectiveness Unit

The unit completed an effective schools developmental project in conjunction with Grant County schools. The project resulted in criteria for identifying the effectiveness of schools at the early, middle and adolescent levels; and identification of the alterable elements and indicators present in effective schools; and instrumentation to measure the presence of the identified elements. The project is being expanded to other county school districts and schools during the 1984-85 school year.

The annual dropout study showed the number of dropouts in grades 7-12 for the 1982-83 school year to be 5,930 (20.10%), a decrease of eight over the previous year.

The 1982 graduate follow-up survey of 21,665 high school graduates indicated that 52% planned to be employed, join the military, or be a homemaker. In 1983, 43% were reported as employed, in the military, or a homemaker. In 1982, 41% planned further education or training. In 1983, 38% were reported as continuing their education or training.

The unit conducted an annual survey to determine the number of exceptions made to the four-year full-day graduation requirement attendance policy. Preliminary data indicate that about 210 exceptions were made, a decrease of approximately 50 from the 1982-83 school year.

The unit processed requests for exceptions to the teacher-pupil ratio for classrooms containing kindergarten, first grade, and second grade students. From a potential of 3,773 classrooms, 598 requested exemptions; of these requests, 557 were granted.

Regulations for the aproval of kindergarten programs were approved by the state board.

The unit conducted statewide competitions for the United States Department of Education's Secondary School Recognition Program. From 37 nominated schools, five adolescent level and five middle level schools were selected for national competition, with George Washington High School, Kanawha County, and Wheeling Park High School, Ohio County, selected as National Schools of Excellence.

The unit was involved in preplanning activities to implement a July residential session of the Principals' Academy which was funded during the 1984 legislative session as an improvement package.

Student Testing Unit

The State-County Testing Program (SCTP) provided testing, scoring, and reporting services for approximately 110,000 students. In conjunction with the SCTP, more than 30 workshop and inservice sessions were conducted for county school systems concerning the interpretation and use of the SCTP.

The State-County Testing Program Advisory Committee reviewed the SCTP and made recommendations to modify the existing instruments and report forms. New tests were selected, and the West Virginia Student Questionnaire was revised. The State Board

adopted the recommendations of the SCTP Advisory Committee and agreed to conduct a writing assessment field test. The new program is to be implemented during the 1984-85 school year.

The General Aptitude Test Battery (GATB) for career awareness and planning was administered to 5,100 students. Additionally, 60 counselors were certified and trained to use the revised and updated GATB reports and materials.

Classification and Accreditation Unit

School evaluation and classification activities included coordination of operations in all public schools and those non-public schools seeking approval in 55 county school districts through county coordinators. One hundred seventy high schools, 112 junior high schools, and 253 elementary schools were classified. All elementary schools classified received a certificate of classification following an on-site visit by a team to verify their self-evaluation. The evaluation/classification documents and the related forms used in this process were updated to comply with recent changes in state laws and board policies.

Regional school accreditation and North Central Association (NCA) activities were administered by this unit. An extensive year-long self-study of the state office's operation preceded an on-site review by a visiting team led by the executive director, NCA. The self-study culminated with an extensive written report, three day on-site review, and a written report from the visiting team to the NCA State Committee. The self-study and written report will serve as the basis for planning for the next several years.

North Central Association evaluation and accreditation activities included: (a) the coordination of self-studies in 16 NCA accredited schools, (b) the subsequent visitation by external teams; and (c) preparation of comprehensive evaluation reports on the school programs at each school. Annual reports were presented for approval at the NCA annual meeting in Chicago. Accredited status was given to 193 schools, while three were warned and one withdrew from membership. The school membership in NCA included 135 high, seven junior high/middle, 19 elementary, 27 vocational, three special function schools, two independent college-preparatory and four candidacy status schools.

Pursuant to legislation passed in 1983, 120 letters of approval to operate an Exemption K school or a kindergarten program were provided. Forty non-public kindergarten programs were given conditional approval based on an approved Exemption A status, and eight additional programs were given conditional approval based on Exemption B.

Data Preparation and Processing Unit

Information was collected and processed for all professional public school personnel in Grades K-12 through the teacher assignment schedule. Unit personnel also provided technical assistance and processed data collection forms as requested.

An extensive year-long self-study of the state office's operation preceded an on-site review by a visiting team led by the executive director, NCA.

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Bureau of Vocational, Technical and Adult Education

More than 150,000 West Virginians enrolled in programs during FY-84 that were planned, developed, administered, supervised, evaluated and otherwise affected by the Bureau of Vocational, Technical and Adult Education.

The West Virginia Board of Education has directed that the bureau function as two major divisions: (1) administration and planning and (2) program services. This report is organized accordingly.

Adminstration and Planning

Secondary and Special Programs

More than 69 percent of the state's secondary students were enrolled in vocational programs during this reporting year.

During the year, 70,972 high school students were enrolled in secondary vocational programs administered by this unit. In addition, 1, 410 post-high school students were served. The job placement rate for graduates of secondary programs was approximately 76 percent. More than 69 percent of the state's secondary students were enrolled in vocational programs during this reporting year.

All counties in West Virginia participated in at least one adult part-time education program.

The unit continued a productive relationship with the special education advocacy group, Parents Advocating Vocational Education (PAVE). Unit staff also:

- Jointly operated handicapped programs involving cooperation between the bureau and vocational rehabilitation offices in Cabell, Monongalia, Putnam and Wood counties.
- Conducted eight pilot projects, addressing the weaknessess of existing evaluation procedures and explored the assignment of special educators to vocational schools.
- Organized support services to mainstream handicapped students into training areas not previously accessible.
- Continued the effort to make all vocational programs avaiiable to handicapped students.

The unit also administered programs for the disadvantaged and cooperative education and placement program.

Postsecondary and Adult Programs

During 1983-84, 4,474 adults were served in adult preparatory programs conducted by 28 local educational agencies, and as postgraduates through secondary programs. New programs were started in Fayette, Logan and Monongalia Counties. The vocational bureau continued the support of all adult preparatory programs by providing funds for instructor salaries and fixed costs. Some funds also were allocated for the purchase and leasing of equipment.

In an effort to reduce the duplication of equipment and to more fully utilize existing facilities, many full-time adult preparatory programs were scheduled in late afternoon and evenings after the secondary students had finished for the day. This scheduling also better met the needs of many adults because they could be employed and attend class after work.

The vocational bureau continued to cooperate with the West Virginia Board of Regents in supporting postsecondary (associate degree) programs for 9,315 West Virginia students.

All counties in West Virginia participated in at least one adult part-time education program. More than 72,000 adults were enrolled in part-time classes. This includes occupational, consumer and homemaking, adult basic education and community education (non-reimbursed) classes.

New and Expanding Industry Training

New and Expanding Industry Training (NEIT) services continued to expand, serving more than 3,900 persons. Firms and agencies served included Anchor Hocking Glass Corporation, Corhart Refractory, Corning Glass, Fibair, Inc., Louis Glass, Master Coach, Mobay Chemical Company, Norris Industry, Omni Direct Mail, Penn Wire Rope, Signode, Town Center, Union Carbide Corporation, Volkswagen of America and Yardley Pipe Company.

Unit staff assisted several other industrial firms in developing training programs in preparation for production. Staff also provided

a 20-hour training programs for the first-line supervisors employed by more than 40 firms.

The unit administered 80-hour and 40-hour miner orientation programs for 1,336 students in underground training and 882 students in surface training.

Adult Basic Education

Sixteen thousand five hundred eighty-eight adults were enrolled in adult basic education programs throughout the state. Classes were conducted in all counties of the state and 40 full-time adult learning centers were operated.

Five thousand four hundred forty-eight adults took the GED test and received their high school equivalency diplomas. Participants in the ABE program included 517 English as a Second Language students, 1,606 institutionalized adults and 860 handicapped adults.

ABE classes were conducted in elementary, middle and high school facilities, libraries, correctional centers, mental health facilities, vocational schools, hospitals, churches and community centers.

ABE instructional programs were broadcast by PBS stations WSWP-TV in Beckley and WNPB-TV in Morgantown.

The Literacy Volunteers of America (LVA) program operated programs in 14 counties and 301 adult students received individual volunteer tutoring in reading and writing.

JTPA/PIC Programs

Four thousand eight hundred ninety-six students were served using JTPA funds in FY-84.

Over 50 training programs in 20 counties trained 1,547 adults in the Skill Training and Career Life Preparation components.

Six hundred forty-one individual referral students were trained in vocational skills ranging from auto mechanics, computer training, secretarial sciences to truck driving and welding.

In cooperation with the West Virginia Private Industry Council, the bureau trained 1,007 participants in the JTPA/NEIT and OJT components in diverse skills ranging from mushroom farming to quality control skills and metals fabrication.

The Governor's Summer Jobs Program provided career education services to 1,701 youths.

Data, Planning and Supportive Information

This unit conducted four regional program planning meetings and coordinated the preparation of the annual vocational education plan for FY-85 and the accountability report for FY-83. The unit arranged for public hearings on vocational education to be conducted in eight sites prior to development of the state plan, processed 63 local educational agency plans for vocational education, collected enrollment/termination/placement data from more than 150,000 vocational students, conducted eight inservice workshops for vocational teachers and administrators, coordinated operation of the Governor's Summer Youth Employment Program in ten vocational centers, maintained a complete file of local and state vocational personnel, and maintained liaison with the department of vocational rehabilitation and with various agencies concerned with civil rights.

Data were accumulated and analyzed for many studies and reports, and for use in program planning at the state and local levels. Unit staff prepared plans and reports required by the U.S. Office of Civil Rights, participated in evaluation of vocational programs in 11 counties and one postsecondary institution, maintained the inventory of vocational equipment at state and local levels, coordinated activities relating to construction and/or renovation of vocational facilities, and provided services relating to safety in vocational classrooms and laboratories.

Adminstration

Staff prepared and reviewed state and local plans and accountability reports, monitored fiscal expenditures at state and local levels, prepared and distributed procedural and policy changes, cooperated with the state joint apprenticeship and training committee, assisted in coordinating training programs through the Governor's Office of Economic and Community Development, planned and conducted three statewide conferences for local and state vocational administrators, and assisted in planning and conducting a statewide conference for all vocational personnel.

Sex Equity

The sex equity program was designed to assist the state board of education in providing equal educational opportunities in vocational education programs for males and females. The intent was to eliminate sex discrimination and sex stereotyping from all vocational programs.

Five thousand four hundred forty-eight adults took the GED test and received their high school equivalency diplomas.

The intent was to eliminate sex discrimination and sex stereotyping from all vocational programs.

There were 1,275 secondary and 989 adult preparatory students enrolled in health occupational training courses during the year.

Approximately 90 percent of the high schools in the state offer the Adult Roles and Functions class to juniors and seniors.

In 1983, seven projects were conducted to overcome sex bias and stereotyping; these were held in Marion, Ohio, Kanawha, Brooke, Fayette, Mercer and Monongalia Counties. One project was conducted for support services for women at RESA VII in Morgantown.

Ten county evaluations for the purpose of reviewing civil rights were held. Two county continuing education programs and two inservice programs for graduate credit were presented in cooperation with Marshall University.

In addition, a review of 63 LEA plans was done for the purpose of analyzing advisory council composition and evaluating goals and objectives for overcoming sex bias and stereotyping.

Program Services Division

Staff in this division, in addition to regular responsibilities for vocational curriculum and instruction, also:

* Assisted with revision of teacher education standards
* Disseminated competency-based curriculum on a regional basis.
* Assisted vocational schools in achieving North Central Association (NCA) accreditation (West Virginia's 26 accredited schools are the most in any NCA state).
* Evaluated vocational programs in 14 county school systems
* Conducted inservice on the installation and utilization of software and assisted in the installation of the microcomputer networks at 45 different locations
* Coordinated thirty-nine (39) inservice and preservice training institutes through the colleges and universities for vocational teachers and administrators
* Developed and verified learning outcomes for twenty seven (27) vocational curriculums
* Achieved national recognition in planning and implementing the West Virginia Microcomputer Educational Network

Instructional Services

Vocational Agriculture

The vocational agriculture/agribusiness program enrolled 5,831 secondary students and more than 1,000 adults in full and part-time programs in schools throughout the state. Many programs were diversified and expanded to meet the many and varied needs of those being served. A number of teachers of vocational agriculture expanded their program offerings and included cooperative vocational training in the off-farm agricultural occupations dealing with such areas as food products (animal processing), agricultural machinery sales and service, horticulture, and agricultural mechanics. A major emphasis was also placed on computers in agriculture. Many teachers were involved in computer inservice workshops and have acquired computers for use in their instructional programs. The Future Farmers of America (FFA) organization membership is 5,192.

Health Occupations

There were 1,275 secondary and 989 adult preparatory students enrolled in health occupational training courses during the year. Health occupations students are members of the Vocational Industrial Clubs of America (VICA) student organization. Staff assisted counties in starting new programs, conducted workshops for teachers, revised the evaluation instruments for health occupations programs, and supervised development of medical assistant and health assistant program guides for the state. Learning outcomes were also developed for two programs.

Consumer and Homemaking and Occupational Home Economics

Consumer and homemaking classes involved 21, 586 secondary students with an additional 1,245 secondary students and 49 adult preparatory students enrolled in occupational home economics programs. Approximately 90 percent of the high schools in the state offer the Adult Roles and Functions class to juniors and seniors. In its second year as a new class, "Surviving Today's Experiences and Problems Successfully (STEPS)" was taught in 47 percent of the state's high schools. This course emphasizes successful survival through the adolescent years by helping ninth and tenth grade students develop the knowledge, skills and attitudes they need to live in the '80's and beyond. Curriculum was

developed for special interest classes in the areas of prenatal and infant care and the care and development of young children. Special emphasis was also given to the development of learning outcomes for comprehensive home economics, consumer education and occupational child care programs. Even though a national dues increase contributed to a 31 percent decrease in state membership, state-sponsored Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) activities involved 139 chapters and 1,903 members at the regional level and 174 chapters and 958 members at the state level. Eight of the nineteen FHA/HERO members who attended the National FHA Leadership Meeting in Chicago, Illinois competed in the STAR Events and received national recognition. Another member, a male, was elected as a national FHA officer and was designated National Board of Directors student representative for a three year term.

Business and Office Education

The number of students enrolled in business and office occupations increased to 27,352 secondary and 814 adult preparatory students. Division staff concentrated on redirection of programs and curricula, conducting microcomputer workshops and in-service programs, and developing learning outcomes. Staff continued efforts to promote and oversee the expansion of information processing and to make microcomputers available to business classes for instruction in computer literacy and business applications. Membership increased in Future Business Leaders of America (FBLA) by 13 percent, and more than 1,900 students attended the state competitive events and leadership conferences.

Industrial and Techncial Education

The division staff supervised trade and industrial occupations programs in which 12,121 secondary and 1,962 adult preparatory students were enrolled. The staff also had responsibility for technical occupations training programs involving 853 secondary and 284 adult preparatory students. In addition to conducting program evaluations in 14 counties, the staff developed learning outcomes for 12 program areas, developed training outlines for New and Expanding Industry Training (NEIT) programs for several firms, and organized industry workshops to update teachers in their respective occupations. The Vocational Industrial Clubs of America (VICA) had approximately 5,500 members enrolled in industrial, technical and health occupations programs. More than 600 VICA members from 45 counties participated in the state leadership and skill contests. Seventy-five students who won first place awards at the state contest competed in the U.S. Skill Olympics in Louisville, Kentucky. Eighteen students received national recognition.

Industrial Arts

The staff had responsibility for supervising 280 teachers in industrial arts throughout the state in grades 5 through 12. Workshops were conducted for industrial arts teachers and the learning outcomes for the transportation, communications and construction curriculum in industrial arts were developed.

Members of the West Virginia Industrial Arts Student Association (WVIASA) participated in state and national conferences.

Career Education

Prevocational education programs involving 8,578 students in 127 programs operating in 47 counties were supervised by staff along with the related evaluations, curriculum development, technical assistance, and personnel development. Staff also developed an assessment unit for prevocational students and revised prevocational curricula for agri-business and natural resources and business and office. Funds were provided to support 43 vocational guidance counselor positions and 31 vocational job placement coordinator positions. Career Exploration Clubs of West Virginia chapters were established in eight schools.

The number of students enrolled in business and office occupations increased to 27,352 secondary and 814 adult preparatory students.

Public Service Training

The staff supervised training programs for 6,778 emergency medical technicians, 5,044 firemen, 921 policemen, and 330 water and wastewater plant operators in the 55 counties. A new over-the-shoulder training program for wastewater plant operators was initiated at 20 sites throughout the state. Construction of the new Environmental Training Center at Cedar Lakes was completed. This facility houses the classroom, laboratory, and resources for the training of wastewater and drinking water treatment operators and other related workers throughout the state.

Construction of the new Environmental Training Center at Cedar Lakes was completed.

The laboratory cataloged and circulated instructional materials, conducted searches, printed curriculum, sponsored meetings and workshops, and hosted vistors to the lab. CBE curricula were developed in the areas of building maintenance, industrial arts, prevocational exploration, hospitality, and consumer and homemaking education.

The laboratory also became the central film library for the departments of health and education and served as the systems operation center for the education microcomputer network.

Community Education

Staff conducted inservice and awareness sessions for educators, social service agencies, and lay persons; provided liaision between the division and county community education personnel; conducted a statewide workshop and a joint conference with adult education personnel. Technical assistance was provided to nine counties in eleven on-site visits and 10-15 counties via telephone contact. Fifty-five counties received information relative to implementation, promotion, and improvement of community education, including statewide promotion of National Community Education Day. Staff also worked with the P.T.A. to initiate parent education programs, and the Commission on Aging to initiate intergenerational programs. The latter involved several planning meetings, three regional workshops, and two statewide conferences. This also involved work with the National Community Education Center on Aging and technical assistance in the development of grants for competitive funds to be awarded through that agency. Other agencies receiving technical assistance involved the West Virginia Fund and the Center for Community Education, West Virginia College of Graduate Studies. All counties in the state provided for at least some minimal services to residents beyond the K-12 program.

Recommendations

That funds be provided for:

1. Implementating a 20-station microcomputer network in 38 locations linked to a central library at the Vocational Curriculum Laboratory at Cedar Lakes.
2. Initiating additional adult preparatory programs to obtain additional students, resulting from the loss of jobs, because of the economic recession.
3. Replacing vocational equipment on a priority basis, upgrading industrial arts equipment, and replacing consumer and homemaking appliances.
4. Constructing or expanding of eight vocational facilities and eight regional facilities for firefighters.
5. Initiating additional new secondary programs and redirecting or changing existing programs to remain current and meet occupational demands.
6. An additional 5,000 adults for improving their basic literacy skills and obtaining their GEDs.
7. Promoting and expanding of community education programs by the addition of four full-time coordinators and 35 half-time coordinators.
8. New and expanding industry training to meet the needs of new plant startups and plant expansion.
9. Expanding the assembly hall and construction of a 50-room dormitory at the Cedar Lakes Conference Center.
10. Employing a coordinator for the wastewater treatment plant at the Cedar Lakes Conference Center.

Bureau of Services and Federal Assistance

The Bureau of Services and Federal Assistance was charged with the responsibility for administering several major federal programs and providing leadership to county school systems in the continuation of major support services for a comprehensive educational program. The bureau administered federal funds for county systems under the Education Consolidation Improvement Act (ECIA), 1981; and for the US Department of Agriculture. Other federal programs administered by the bureau provided leadership to the county school systems. State funds were also administered to the counties for school food services.

Federal and state programs administered by the bureau that provided funds to county school systems were:

ECIA Chapter 1
ECIA Chapter 2
Migrant Education
School Food Services

With federal and state funds, the bureau provided leadership to county school systems and others for support services to the Comprehensive Educational Program in these service areas:

Child Nutrition
Elimination of Sex Discrimination
Foster Grandparent Program
School Facilities Planning
School Transportation
Veterans Education and Training

The programs administered by the Bureau of Services and Federal Assistance provided necessary assistance and leadership to various areas in the implementation of the Master Plan for Educational Excellence. The report that follows details the contribution each area made to the comprehensive educational program in West Virginia.

ECIA Chapter 1

Federally funded compensatory education programs in West Virginia are under P.L. 97-35 better known as the Education Consolidation Improvement Act. The ECIA Chapter 1 program provided supplementary instructional services to educationally disadvantaged children who reside in school attendance areas with a high incidence of poverty. Most of the Chapter 1 programs were in grades 1-6. Additionally, Chapter 1 programs were funded to provide supplementary educational activities in state institutions housing handicapped, neglected and delinquent children.

Most of the Chapter 1 programs were in grades 1-6.

During FY 1984, $26,869,145 of Chapter 1 funds were allocated to the 55 counties for programs to serve educationally disadvantaged children from low income areas. These funds supported programs of remediation in reading and mathematics and limited supportive elements, such as health and medical services. Approximately 32,000 public and private school students throughout the state received these services from 500 teachers and 800 teacher aides.

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Additionally, $119,375 of ECIA Chapter 1 funds were allocated to the West Virginia Schools for the Deaf and the Blind to supplement the existing education program. Local school districts enrolling deaf and blind children were allocated $5,018. The West Virginia Department of Health operated Chapter 1 programs in thirteen institutions with an allocation of $373,674. Children previously housed in state health institutions who are enrolled in public schools received $147,963. State institutions housing neglected and delinquent children received an allocation of $246,665 to supplement their educational program. Also $143,916 of Chapter 1 funds were expanded to provide special education programs for children of migratory farm workers in Berkeley, Hampshire and Jefferson counties.

Taking into consideration those variables that cannot be controlled and conditions under which evaluation data were collected, it appears that the ECIA Chapter 1 program had a positive impact on the students served.

ECIA Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act, 1981 consolidated 28 education grant programs. Its purpose was to transfer authority and responsibility to state and local education agencies with a minimum of

Chapter 2 of the Education Consolidation and Improvement Act, 1981 consolidated 28 education grant programs.

Assistance was provided for equal educational opportunities, improving human relations in the schools and problems emanating from sex discrimination.

paperwork, and with complete discretion in the use of funds at the local level.

In FY 85, West Virginia received $3,771,482. Approximately 20% of that amount, ($754,296), was retained for use at the state level and 80% ($3,107,186), was distributed to 66 local education agencies. The sixty-six agencies are the 55 county boards of education, the eight regional education service agencies, the Schools for the Deaf and the Blind, the department of health and the department of corrections.

The law requires that the distribution of funds to the LEAs include criteria, to provide higher pupil allocations to local education agencies which have the greatest numbers or percentages of children whose education imposes a higher than average cost per child. The formula recommended by the advisory committee and approved by the State Board of Education and the United States Department of Education follows:

a. Ninety percent of the funds will be distributed on the total public and private nonprofit school enrollment. Ten percent of the funds will be allocated to the regional education service agencies and the other eighty percent of the funds will be allocated to all other local education agencies.

b. Five percent of the funds will be distributed to those local education agencies serving children identified for special education. The funds will be allocated to eligible LEAs based on the number of children identified that are participating in special education.

c. Five percent of the funds will be distributed to those local education agencies serving children identified for Chapter 1 services. The funds will be allocated to eligible LEAs based on the number of children participating in Chapter 1.

The funds retained at the state level were used to continue programs established under ESEA V for strengthening the state education agency. The funds allocated for use by the local education agencies were used to meet the educational needs of the agencies. Each LEA had complete discretion in the use of Chapter 2 funds.

Elimination of Sex Discrimination

The Office for the Elimination of Sex Discrimination was responsible for providing services to county boards of education under Title IV of the Civil Rights Act of 1964 and Title IX of the Education Amendents of 1972. Assistance was provided for equal educational opportunities, improving human relations in the schools and problems emanating from sex discrimination. The office assisted educators, students and parents in non-sexist education, the elimination of sex discrimination, human relations and student rights and responsibilities.

Child Nutrition

The West Virginia Department of Education administers all child nutrition programs available through the United States Department of Agriculture. These programs operate under the authority of the National School Lunch Act of 1946 and the Child Nutrition Act of 1966, as amended in 1981 by Public Law 97-35. The feeding programs authorized under these acts provide federal funding for nutritionally adequate meals and/or supplements to children in attendance at public and private schools, child care and Head Start centers, residential child care institutions, summer camps and family day care homes. Under this program school lunches and breakfasts were made available to all children attending public school (with the exception of four schools not participating in the school lunch program and six schools with waivers of the school breakfast program). Lunches/breakfasts were served in 24 private schools and 48 residential institutions serving school-age children. Special milk was provided in 9 private schools and 27 summer camps in lieu of meal service. For preschool children, meals/supplements were provided in 171 child care and Head Start centers and nearly 900 family day care homes. During the summer of 1984, 102 local sponsors provided summer feeding programs for children. In addition, the Nutrition Education and Training Program provided $50,000 for dissemination of nutrition education materials to children and for inservice training of food service personnel. Federal funding for the various child nutrition programs amounted to nearly $38 million in FY 1984.

School Transportation

The 55 counties operated 3,003 school buses on regular routes, transporting 292,061

pupils to school each day. There were no pupil fatalities, and only a few minor injuries to pupils on board the buses.

All school bus operators are trained in the preservice phase of the West Virginia Uniform School Bus Operator Training Program before being certified. All bus operators also annually receive training in the advanced phase of the program, and refresher training in the preservice phase. Transportation division personnel assist counties with bus operator training on a limited basis. The state director conducts instructor training seminars to certify county personnel as instructors in the bus operator training program.

With the cooperation of the West Virginia Department of Finance and Administration, 349 buses were purchased through the central bid process. Fifty-four counties participated in the process.

The school bus inspection program, under the supervision of the Division of School Transportation completed its sixth full year. All buses were inspected three times. Buses used in summer programs were inspected a fourth time, except in counties where defects were under the state average for each of the regular inspections. The state average for the last inspection was .899 defects per bus. Thirty-four counties averaged less than one defect per bus. Four counties average more than two defects per bus. The transportation division continued to offer consulting assistance to the counties for planning and implementing school bus maintenance programs.

The transportation director and a bus inspector inspected pilot models and observed the assembly line construction of chevrolet chassis for West Virginia school buses. This helps to eliminate many of the problems generally associated with new buses when received by the counties.

Interest continued in the use of alternate fuels for school buses. One county operated its entire fleet on liquified petroleum gas fuel. Diesel fuel continued to increase in popularity and afforded considerable savings in operation and maintenance.

School Facilities Planning

The Division of School Facilities Planning was responsible for the coordination of the better school building construction program in the public schools.

In addition to assisting the county boards of education in revisions and amendments to their comprehensive educational facilities plans, site selections, project surveys and final inspection of completed facilities, the division staff coordinated the department of education's activities related to the review and approval of plans and specifications for building projects with the department's bureau of vocational, technical and adult education, the state fire marshal's office, the departments of health, highways and vocational rehabilitation.

The staff reviewed and the state board of education approved 49 school construction projects during the year, totaling $29,097,576.19.

The $200 million Better School Buildings Amendment funds have made it possible for the 55 county school systems to participate in a comprehensive building program that surpasses any previous period in the state's history.

Comprehensive Educational Facilities Plans, as required by West Virginia Code 18-9C, have been approved by the state board of education for all 55 county school systems, with a total anticipated construction program budget in the amount of $720,658,861.41. This total reflects $220,113,688.75 (30.54 percent) in state Better School Buildings Amendment funds, state/federal vocational and other federal funds of $70,840,695.26 (9.83 percent), local levies and other funds of $130,587,196.72 (18.12 percent), and anticipated local bond proceeds in the amount of $299,117,280.69 (41.51 percent).

Forty-nine of the 55 county comprehensive educational facilities plans were approved, contingent upon the availability of funds to be generated from local bond issues, totaling $299,117,280.69. To date 18 of the 49 counties have been unable to pass a bond referendum, plus one county was unable to pass a special excess levy for construction of a high school, hereby reducing the comprehensive plan program budgets by $122,279,886.00 in bond funds and $3,676,500 in special excess levy funds.

Tables on the following pages summarize the current status of the Better School Building Construction Program. These tables list the total anticipated construction dollars for each county, project approvals and funding sources, projects completed to date and bond election attempts.

To date 1,015 county school projects for new facilities additions, remodeling, and fire safety hazard repairs/renovations, totaling $506,863,857.97 (70.33 percent of available funds) have been approved by the state board of education, leaving a balance of $213,795,003.44 (29.67 percent in construction projects) to be submitted by the counties for interdepartmental (fire marshal, health,

There were no pupil fatalities, and only a few minor injuries to pupils on board the buses.

Thirty-four counties averaged less than one defect per bus.

The $200 million Better School Buildings Amendment funds made it possible for the 55 county school systems to participate in a comprehensive building program that surpasses any previous period in the state's history.

highways, vocational rehabilitation) review and recommendation by department staff to the state board for approval. The point is again made, however, that projects representing $122,279,886 remain unapproved as a result of unsuccessful local bond and excess levy referendums.

Projects completed and inspected to date number 608, with a total cost value of $279,501,076.61.

Table I shows the funding sources and totals for the 55 approved comprehensive educational facilities plans. State Better School Buildings Amendment entitlement funds represent 30.54 percent of the total projected costs, with an anticipated 18.12 percent from local sources, local bond funds accounting for 41.51 percent and 9.83 percent from state/federal, vocational and other funds.

In return for their service, the foster grandparents receive $8 a day to supplement their limited income.

Table II summarizes the 1,015 construction projects that have been approved by the state board of education. State "BSBA" entitlement funds account for 39.98 percent; state/federal, vocational and other federal funds, 12.14 percent, local bonds, 29.46 percent; and local levies/other local funds, 18.42 percent.

Table III summarizes by source of funds (state, federal and local) the projects that have been completed and inspected to date. Forty-six of the 55 counties have completed one or more projects since the inception of the better school building program.

Table IV summarizes bond election history since 1972. During 1980, five counties (Cabell, Hancock, Mason, Pocahontas and Raleigh) held eight public school bond elections (Mason - 3; Pocahontas - 2). Only two counties (Hancock - $13,885,000; Raleigh - $14,825,000) received voter approval.

In 1981, two counties (Brooke and Greenbrier) held bond elections. Brooke's bond issue, in the amount of $9,865,000 passed; Greenbrier's bond issue, in the amount of $10,539,000 failed.

In 1982, only one county (Wood) attempted a bond referedum. The amount was $18,100,000 and it failed.

In 1983, three counties (Berkeley, Logan and Marion) held bond elections. All three elections failed. (Berkeley - $12,700,000; Logan - $10,000,000; Marion - $29,930,000).

During the first 6 months of 1984, three counties held bond elections (Berkeley, Preston and Mingo). Mingo's bond issue, in the amount of $7,850,000 passed; Berkeley's bond issue in the amount of $12,000,000 and Preston's bond issue in the amount of $10,735,000 both failed.

Foster Grandparent Program

The Foster Grandparent Program continued to provide opportunities for caring seniors, 60 years of age or older, to provide individual attention to children who have exceptional needs.

One hundred and twenty seven foster grandparents work four hours a day with certain children at approved locations in nine counties (Doddridge, Harrison, Taylor, Randolph, Mercer, Summers, McDowell Wyoming, Kanawha). These sites where they serve include elementary schools, hospital pediatric wards, detention centers, day care and headstart centers, special education classes and in-home placements.

In return for their service, the foster grandparents receive $8 a day to supplement their limited income. In addition, they receive daily meals, help with transportation, annual physical examinations, workmen's compensation coverage, and regular inservice training.

The program is federally funded by ACTION with state matching funds and in-kind contributions.

Veterans Education and Training

The division of Veterans Education and Training was responsible for the approval and supervision of courses in non-college degree institutions and apprenticeship and other on-the-job training programs in West Virginia. During FY 1984, active training establishments and institutions number 175.

Disaster Relief

Under P.L. 81-874 and P.L. 81-815 the federal government is authorized to provide funds for the operation and maintenance of schools, including the replacement of equipment, materials and structural damage that occurred during a natural disaster, such as flooding, and not covered by insurance or funds from other sources. Such areas must be determined a major disaster by the President upon a request from the governor. During this reporting period, flooding or other natural cause that damaged school property was not sufficient enough for a major disaster to be declared. Any flooding or other natural cause that did occur was not reported or was covered by insurance that is required for participation under these laws for any declared major

disaster following the initial involvement of the federal goverment.

Recommendations

That the legislature provide funds for:

1. One additional professional staff member in the school transportation office to assist the director of school transportation in coordinating state supervision, statewide purchase of school buses, state school bus inspection and driver safety training. The necessary activities for both the administration of school bus inspection and the training of school bus operators have increased substantially. The additional staff member is necessary to carry out more efficiently and effectively school bus operators and maintenance training that is required by State Board Policy and and the **Master Plan.**

   TOTAL STATE FUNDS REQUESTED
   $39,264

2. Further expansion of the school facilities planning division, as mandated by Senate Bill §18-9A-21 and SJR 4 if passed. This decision has assumed responsibility for the continual evaluation, long-range planning, maintenance and improvement of educational facilities on the basis of need on a statewide level, along with responsibility for the planning of school facility construction and renovation on a statewide basis. An additional staff member will be utilized within the following functions: establish standards and criteria for the construction of educational facilities; assess the facility needs of each county and update the same as appropriate, provide professional planning and assistance to improve, expand or maintain school facilities on a statewide basis.

   TOTAL STATE FUNDS REQUESTED
   $40,000

3. Updating existing equipment to provide for better reporting and accounting procedures statewide for school food services.

   TOTAL STATE FUNDS REQUESTED
   NONE

BETTER SCHOOL BUILDING PROGRAM

June 20, 1984

I. COMPREHENSIVE EDUCATIONAL FACILITIES PLANS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	APPROVED "CEFP" PROGRAM BUDGET	STATE "BSBA" ENTITLEMENT FUNDS	FED-STATE VOC./ STEP "7" OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES PERM. IMPROVE/ OTHER FUNDS	TOTAL LOCAL FUNDS ALL SOURCES
Barbour	$ 8,568,406.77	$ 2,011,531.23	$ 937,323.00	$ 4,529,000.00	$ 1,090,552.54	$ 5,619,552.54
Berkeley	10,653,240.53	4,679,873.94	410,904.00	3,562,098.75	2,000,363.84	5,562,462.59
Boone	13,245,439.64	3,625,560.55	112,165.00	6,745,000.00	2,762,714.09	9,507,714.09
Braxton	5,493,882.07	1,990,418.07	242,151.00	2,840,000.00*	421,313.00	3,261,313.00
Brooke	15,254,616.68	3,203,602.68	1,136,474.00	9,850,000.00	1,064,540.00	10,914,540.00
Cabell	25,425,190.80	9,219,861.96	5,159,071.00	-0- *	11,046,257.84	11,046,257.84
Calhoun	3,901,372.03	1,245,656.85	393,518.40	2,100,000.00*	162,196.78	2,262,196.78
Clay	2,532,152.44	1,971,913.02	496,000.00	-0-	64,239.42	64,239.42
Doddridge	3,524,925.06	939,807.45	513,874.31	1,871,358.00*	199,885.30	2,071,243.30
Fayette	21,791,669.61	7,782,124.21	2,075,967.00	7,600,000.00	4,333,578.40	11,933,578.40
Gilmer	4,033,383.10	910,895.10	219,734.00	2,199,935.00*	702,819.00	2,902,754.00
Grant	4,844,222.60	1,032,765.54	255,628.00	-0-	3,555,829.06	3,555,829.06
Greenbrier	6,777,712.89	4,286,294.45	991,650.00	-0- *	1,499,768.44	1,499,768.44
Hampshire	2,562,447.01	1,464,948.05	679,472.57	-0-	418,026.39	418,026.39
Hancock	21,918,476.00	3,952,439.26	3,104,600.00	13,884,487.00	976,949.74	14,861,436.74
Hardy	4,317,200.00	1,214,522.00	348,936.00	2,430,000.00	323,742.00	2,753,742.00
Harrison	29,332,759.28	7,702,671.43	1,217,090.27	8,581,071.00*	11,831,926.58	20,412,997.58
Jackson	10,220,549.16	2,852,174.60	1,007,027.00	4,530,000.00*	1,831,347.56	6,361,347.56
Jefferson	5,731,434.76	2,856,126.30	1,075,981.51	1,638,780.00	160,546.95	1,799,326.95
Kanawha	79,046,681.69	22,142,236.60	3,000,000.00	38,475,000.00*	15,429,645.09	53,904,645.09
Lewis	13,349,111.91	1,829,789.20	4,265,300.00	6,430,205.00*	823,817.71	7,254,022.71
Lincoln	11,080,667.27	4,125,579.40	1,858,397.07	3,125,000.00	1,971,690.80	5,096,690.80
Logan	14,431,630.53	8,403,068.78	2,741,010.00	1,750,000.00	1,537,551.75	3,287,551.75
Marion	25,354,267.51	5,924,056.90	2,749,616.00	13,388,680.00*	3,291,914.61	16,680,594.61
Marshall	11,881,263.44	3,386,294.85	97,117.00	4,350,000.00	4,047,851.59	8,397,851.59
Mason	15,200,217.56	3,236,322.63	394,428.00	8,307,332.00*	3,264,134.93	11,571,466.93
Mercer	33,514,103.36	8,092,973.97	127,661.28	16,737,105.00*	8,556,363.11	25,293,468.11
Mineral	8,716,746.67	3,486,073.22	659,231.49	3,354,000.00	1,217,441.96	4,571,441.96
Mingo	28,047,467.06	6,409,743.44	3,318,629.00	13,342,149.00	4,976,945.62	18,319,094.62
Monongalia	17,564,746.85	4,873,219.34	2,550,000.00	6,995,000.00	3,146,527.51	10,141,527.51
Monroe	4,675,081.44	1,545,019.82	1,149,077.25	1,807,850.00*	173,134.37	1,980,984.37
Morgan	4,003,380.95	1,313,467.89	139,942.00	1,835,000.00	714,971.06	2,549,971.06
McDowell	14,705,881.48	8,430,767.81	190,710.00	4,000,000.00	2,084,403.67	6,084,403.67
Nicholas	10,462,454.33	3,952,472.33	1,180,000.00	4,500,000.00	829,982.00	5,329,982.00
Ohio	27,264,122.00	4,128,743.00	3,238,665.00	14,235,000.00	5,661,714.00	19,896,714.00
Pendleton	1,448,322.23	1,002,007.23	98,410.00	-0- *	347,905.00	347,905.00
Pleasants	7,978,308.83	1,019,897.11	2,519,455.00	1,800,000.00	2,638,956.72	4,438,956.72
Pocahontas	3,127,052.12	1,279,437.79	142,628.00	1,550,000.00*	154,986.33	1,704,986.33
Preston	12,616,617.35	3,759,690.06	886,577.00	6,140,000.00*	1,830,350.29	7,970,350.29
Putnam	13,987,487.66	4,139,231.75	1,200,000.00	5,804,091.76	2,844,164.15	8,648,255.91
Raleigh	38,842,664.25	10,434,655.25	2,600,000.00	22,585,000.00	3,223,009.00	25,808,009.00
Randolph	10,602,114.45	3,455,111.79	3,023,519.00	3,537,174.66	586,309.00	4,123,483.66
Ritchie	6,705,331.99	1,392,946.94	844,446.00	3,326,528.00*	1,141,411.05	4,467,939.05
Roane	11,136,668.52	1,771,705.95	361,962.33	7,386,500.00**	1,616,500.24	9,003,000.24
Summers	5,665,884.40	1,952,504.77	101,554.00	2,700,000.00	911,825.63	3,611,825.63
Taylor	4,899,355.50	2,001,933.41	921,824.15	1,670,934.00*	304,663.94	1,975,597.94
Tucker	2,990,695.71	1,194,771.22	428,331.00	1,285,000.00	82,593.49	1,367,593.49
Tyler	4,031,713.56	1,510,881.56	378,000.00	1,877,334.00	265,498.00	2,142,832.00
Upshur	11,736,922.42	2,448,340.30	760,000.00	3,552,000.00	4,976,582.12	8,528,582.12
Wayne	10,919,295.13	6,444,839.00	2,206,000.00	-0-	2,268,456.13	2,268,456.13
Webster	6,127,762.42	1,898,339.48	1,772,747.63	2,183,525.66	273,149.65	2,456,675.31
Wetzel	11,360,404.14	2,779,318.46	950,000.00	5,037,449.92	2,593,635.76	7,631,085.68
Wirt	2,638,974.88	972,208.77	839,247.00	550,000.00*	277,519.11	827,519.11
Wood	18,717,867.77	11,220,592.35	1,787,404.00	4,822,691.94***	887,179.48	5,709,871.42
Wyoming	15,698,313.61	5,214,259.69	981,239.00	8,315,000.00*	1,187,814.92	9,502,814.92
TOTALS	$720,658,861.41	$220,113,688.75	$70,840,695.26	$299,117,280.69	$130,587,196.72	$429,704,477.41
		(30.54%)	(9.83%)	(41.51%)	(18.12%)	(59.63%)

*Bond Election failed
**Special excess levy failed
***Additional Bond election failed; not reflected in CEFP

SBE:

III. SCHOOL FACILITIES PROJECTS COMPLETED AND INSPECTED TO DATE

COUNTY	TOTAL NUMBER PROJECTS COMPLETED	FINAL COSTS COMPLETED PROJECTS	STATE "BSA" ENTITLEMENT FUNDS	FEDERAL/STATE VOCATIONAL/ OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES/ PERM. IMPROVE./ OTHER FUNDS
Barbour	-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
Berkeley	21	8,406,981.65	4,423,712.06	-0-	3,560,256.17	423,013.42
Boone	-	-0-	-0-	-0-	-0-	-0-
Braxton	-	-0-	-0-	-0-	-0-	-0-
Brooke	-	-0-	-0-	-0-	-0-	-0-
Cabell	42	10,578,007.40	7,309,827.19	539,000.00	-0-	2,729,180.21
Calhoun	5	1,320,524.29	1,212,505.70	-0-	-0-	108,018.59
Clay	9	1,840,164.39	1,787,924.97	-0-	-0-	52,239.42
Doddridge	3	573,384.91	85,000.00	418,432.91	-0-	69,952.00
Fayette	25	17,413,518.76	6,663,979.76	1,240,000.00	6,312,500.00	3,192,039.00
Gilmer	6	928,550.00	882,872.00	-0-	-0-	45,678.00
Grant	4	2,309,884.00	921,455.00	10,800.00	-0-	1,377,629.00
Greenbrier	20	4,927,899.63	2,999,801.19	991,650.00	-0-	936,448.44
Hampshire	16	1,779,420.40	1,452,280.69	51,373.00	-0-	275,766.71
Hancock	-	-0-	-0-	-0-	-0-	-0-
Hardy	-	-0-	-0-	-0-	-0-	-0-
Harrison	2	6,239,326.03	4,200,000.00	847,090.27	-0-	1,192,235.76
Jackson	6	2,878,899.30	2,595,721.51	-0-	-0-	283,177.79
Jefferson	13	5,477,859.00	2,757,726.00	996,853.00	1,638,780.00	84,500.00
Kanawha	90	159,123.23	-0-	-0-	-0-	159,123.23
Lewis	-	-0-	-0-	-0-	-0-	-0-
Lincoln	20	9,495,385.47	3,715,724.30	1,440,565.55	2,793,952.00	1,545,143.62
Logan	3	7,741,471.18	3,339,547.00	2,237,500.00	1,750,000.00	414,424.18
Marion	3	8,752,236.00	5,413,800.00	2,624,000.00	-0-	714,436.00
Marshall	9	10,698,029.00	3,214,916.71	97,117.00	4,350,000.00	3,035,995.29
Mason	-	-0-	-0-	-0-	-0-	-0-
Mercer	18	4,343,455.73	957,040.84	-0-	1,957 [illegible]4.11	1,428,910.78
Mineral	9	7,589,691.68	3,341,757.12	-0-	3,354,000.00	893,934.56
Mingo	1	2,990,280.00	1,000,000.00	718,131.00	1,272,149.00	-0-
Monongalia	52	9,200,402.66	4,396,204.43	2,550,000.00	1,150,000.00	1,104,198.23
Monroe	-	-0-	-0-	-0-	-0-	-0-
Morgan	6	2,212,422.45	754,772.34	-0-	1,121,677.53	335,972.58
McDowell	5	8,245,698.35	7,354,005.73	-0-	210,000.00	681,692.62
Nicholas	28	10,425,203.73	3,961,765.33	1,180,000.00	4,503,456.40	779,982.00
Ohio	15	25,694,144.00	3,902,155.00	4,515,000.00	13,990,000.00	3,286,989.00
Pendleton	6	1,371,715.39	975,381.39	48,429.00	-0-	347,905.00
Pleasants	6	4,353,911.24	971,154.46	1,275,955.00	1,800,000.00	306,801.78
Pocahontas	6	1,574,302.12	1,279,437.79	142,628.00	-0-	152,236.33
Preston	7	3,550,372.13	3,410,295.00	-0-	-0-	140,077.13
Putnam	14	4,263,365.85	839,046.01	1,200,000.00	1,398,000.00	826,319.84
Raleigh	16	17,134,525.00	7,585,973.00	2,100,000.00	5,700,000.00	1,748,552.00
Randolph	15	9,606,468.66	3,396,102.00	2,086,893.00	3,537,164.66	586,309.00
Ritchie	2	38,759.59	-0-	-0-	-0-	38,759.59
Roane	7	6,812,503.02	1,758,635.37	76,845.00	3,710,000.00	1,267,022.65
Summers	1	94,024.66	30,087.46	-0-	-0-	63,937.20
Taylor	7	2,117,765.31	967,000.00	921,824.15	-0-	228,941.16
Tucker	5	2,504,590.00	1,102,000.00	130,000.00	1,256,000.00	16,590.00
Tyler	5	3,292,031.00	1,223,699.00	-0-	1,877,334.00	190,998.00
Upshur	2	7,387,021.42	2,344,101.35	500,000.00	3,552,000.00	990,920.07
Wayne	34	11,123,519.41	6,725,192.28	2,206,000.00	-0-	2,192,327.13
Webster	4	5,100,161.29	1,646,365.00	1,239,635.63	2,183,525.66	30,635.00
Wetzel	4	6,473,428.32	1,749,444.66	782,000.00	3,217,743.04	724,240.62
Wirt	8	1,452,864.88	938,725.94	506,500.00	-0-	7,638.94
Wood	23	16,267,762.24	10,627,750.28	619,000.00	4,550,495.52	470,516.44
Wyoming	5	2,760,021.84	2,163,590.28	590,000.00	-0-	6,431.56
TOTALS	608	$279,501,076.61	$128,378,476.14	$34,888,222.51	$ 80,746,538.09	$ 35,487,839.87
			(45.93%)	(12.48%)	(28.89%)	(12.70%)

IV. BOND ELECTIONS ATTEMPTED SINCE INCEPTION OF BETTER SCHOOL BUILDING PROGRAM

COUNTY	DATE OF BOND ELECTION	PREVIOUS BOND ISSUE PASSED	AMOUNT OF BOND ISSUE PROPOSED	AMOUNT OF BOND ISSUE APPROVED	PERCENTAGE OF VOTER APPROVAL	AMOUNT OF BOND ISSUE DEFEATED	PERCENTAGE OF VOTER APPROVAL
Barbour	1979	1969	$ 4,529,000	$ 4,529,000	61.30	$	
Berkeley	1983	1974	12,700,000			12,700,000	47.70
Boone	1977	--	6,745,000	6,745,000	81.10		
Braxton	1978	1965	2,840,000			2,840,000	32.40
Brooke	1981	1965	9,865,000	9,865,000	63.03		
Cabell	1980	1938	32,890,000			32,890,000*	35.55
Calhoun	1975	1949	2,100,000			2,100,000	32.50
Clay	--	1969					
Doddridge	1977	1940	1,871,358			1,871,358	17.15
Fayette	1973	1951	7,600,000	7,600,000	76.10		
Gilmer	1976	1955	2,459,000			2,459,000	51.56
Grant	--	1964					
Greenbrier	1981	1966	10,539,000			10,539,000*	30.98
Hampshire	--	1962					
Hancock	1980	1961	13,885,000	13,885,000	64.64		
Hardy	1977	1972	2,430,000	2,430,000	68.14		
Harrison	1975	--	8,581,071			8,581,071	47.20
Jackson	1974	1959	4,530,000			4,530,000	35.00
Jefferson	1974	1971	1,520,000	1,520,000	63.30		
Kanawha	1976	1967	39,467,000			39,467,000	44.00
Lewis	1979	--	6,430,000			6,430,000	39.39
Lincoln	1978	1952	3,157,000	3,157,000	66.35		
Logan	1983	1969	10,000,000			10,000,000	34.00
Marion	1983	1976	29,930,000			29,930,000	35.14
Marshall	1974	1965	4,350,000	4,350,000	75.20		
Mason	1980	1950	9,366,000			9,366,000	49.54
Mercer	1979	1954	16,737,000	16,737,000	66.15		
Mineral	1973	1938	3,354,000	3,354,000	79.00		
Mingo	1979	1967	4,220,000	4,220,000	61.60		
Monongalia	1976	1952	6,995,000	6,995,000	66.78		
Monroe	1975	1961	1,725,000			1,725,000	25.90
Morgan	1974	1954	1,835,000	1,835,000	77.00		
McDowell	1974	1964	4,000,000	4,000,000	73.00		
Nicholas	1975	--	4,500,000	4,500,000	70.01		
Ohio	1973	1940	14,235,000	14,235,000	68.40		
Pendleton	1979	--	1,800,000			1,800,000*	38.80
Pleasants	1973	1959	1,800,000	1,800,000	60.67		
Pocahontas	1980	1968	3,280,000			3,280,000	33.81
Preston	1976	1947	6,140,000			6,140,000	47.09
Putnam	1976	1967	5,795,000	5,795,000	68.26		
Raleigh (1)	1973	1963	7,760,000	7,760,000	80.57		
Raleigh (2)	1980	1973	14,825,000	14,825,000	63.43		
Randolph	1974	1951	3,580,000	3,580,000	64.35		
Ritchie	1979	--	3,326,528			3,326,528	35.30
Roane	1977	1946	7,386,500	3,710,000	63.72	3,676,500**	-0-
Summers	--	--					
Taylor	1978	1968	3,000,000			3,000,000	45.70
Tucker	1975	1938	1,285,000	1,285,000	60.26		
Tyler	1973	--	1,855,000	1,855,000	83.30		
Upshur	1973	1956	3,500,000	3,500,000	70.63		
Wayne	1977	--	7,155,000			7,155,000	46.50
Webster	1972	1953	1,535,000	1,535,000	75.86		
Wetzel	1974	1957	4,955,000	4,955,000	72.47		
Wirt	1975	1961	935,000			935,000	27.60
Wood (1)	1971	1964	8,995,000	8,995,000	61.35		
Wood (2)	1982	1971	18,100,000			18,100,000*	46.79
Wyoming	1977	1959	7,720,000			7,720,000	54.95
TOTALS			$400,113,457	$169,552,000		$230,561,457	
				(42.38%)		(57.62%)	

*Not reflected in approved CEFP's.
**Special excess levy.

II. SCHOOL CONSTRUCTION PROJECTS APPROVED BY THE STATE BOARD OF EDUCATION

COUNTY	TOTAL NUMBER PROJECTS APPROVED	ESTIMATED TOTAL COST OF PROJECTS	STATE "BSBA" ENTITLEMENT FUNDS	FED/STATE VOC./ STATE STEP "7"/ OTHER FUNDS	LOCAL BOND ISSUE FUNDS	LOCAL LEVIES/ PERM. IMPROVE./ OTHER FUNDS
Barbour	10	$ 8,316,666.86	$ 1,973,669.79	$ 762,323.00	$ 4,529,000.00	$ 1,051,674.07
Berkeley	21	10,433,873.84	4,664,253.06	291,086.00	3,562,098.75	1,916,436.03
Boone	22	12,231,798.27	3,575,465.88	62,165.00	6,665,500.00	1,928,667.39
Braxton	5	2,568,882.07	2,140,418.07	242,151.00	-0-	186,313.00
Brooke	15	12,874,108.00	2,656,329.00	1,061,474.00	8,204,465.00	951,840.00
Cabell	49	21,783,987.67	9,215,861.96	4,439,000.00	-0-	8,129,125.71
Calhoun	5	1,769,465.79	1,215,275.66	393,518.40	-0-	160,671.73
Clay	10	2,532,152.44	1,971,913.02	496,000.00	-0-	64,239.42
Doddridge	12	1,486,446.91	929,869.87	482,139.91	-0-	74,437.13
Fayette	43	21,791,669.61	7,782,124.21	2,075,967.00	7,600,000.00	4,333,578.40
Gilmer	7	1,227,348.00	904,795.00	219,734.00	-0-	102,819.00
Grant	5	3,899,884.00	1,008,860.10	10,800.00	-0-	2,880,223.90
Greenbrier	23	5,357,899.63	2,999,801.19	961,000.00	-0-	1,397,098.44
Hampshire	16	2,021,605.33	1,464,948.05	249,274.57	-0-	307,382.71
Hancock	6	10,254,789.00	3,952,139.26	3,104,600.00	2,220,800.00	976,949.74
Hardy	4	3,616,801.00	1,102,929.00	195,000.00	2,318,872.00	-0-
Harrison	36	18,796,608.03	7,195,062.00	1,217,090.27	-0-	10,384,455.76
Jackson	16	5,672,823.23	2,852,174.60	1,007,027.00	-0-	1,813,621.63
Jefferson	14	5,556,987.51	2,757,726.00	1,075,981.51	1,638,780.00	84,500.00
Kanawha	102	20,786,685.19	15,827,452.51	-0-	-0-	4,959,232.68
Lewis	6	5,697,123.05	1,582,216.57	3,595,300.00	-0-	519,606.48
Lincoln	24	11,071,207.20	4,125,579.40	1,882,937.00	3,125,000.00	1,937,690.80
Logan	33	11,932,609.92	6,964,797.52	2,741,010.00	1,750,000.00	476,802.40
Marion	16	9,425,136.75	5,413,800.00	2,629,705.00	-0-	1,381,631.75
Marshall	10	11,496,230.74	3,374,837.08	97,117.00	4,350,000.00	3,674,276.66
Mason	6	2,117,926.00	259,330.63	315,000.00	-0-	1,543,595.37
Mercer	32	26,220,028.38	7,981,915.92	36,136.28	16,479,335.32	1,722,640.86
Mineral	11	8,363,356.68	3,437,215.59	507,956.87	3,354,000.00	1,064,184.22
Mingo	30	19,287,854.00	6,395,869.35	3,062,906.00	5,492,149.00	4,336,929.65
Monongalia	52	17,021,662.29	4,680,131.86	2,550,000.00	6,995,000.00	2,856,530.43
Monroe	9	2,729,292.85	1,410,937.75	1,149,077.25	-0-	169,277.85
Morgan	9	3,922,218.95	1,301,724.08	100,000.00	1,835,000.00	685,494.87
McDowell	35	13,854,188.48	8,330,974.59	190,710.00	3,426,447.57	1,906,056.32
Nicholas	27	10,462,454.33	3,952,472.33	1,180,000.00	4,550,000.00	779,982.00
Ohio	20	25,819,144.00	3,902,155.00	4,515,000.00	14,115,000.00	3,286,989.00
Pendleton	6	1,418,341.20	1,002,007.23	68,429.00	-0-	347,904.97
Pleasants	7	6,334,808.83	1,019,897.11	1,275,955.00	1,800,000.00	2,238,956.72
Pocahontas	5	1,577,052.12	1,279,437.79	142,628.00	-0-	154,986.33
Preston	29	6,351,914.13	3,759,690.06	801,445.00	-0-	1,790,779.07
Putnam	31	13,420,366.94	4,139,231.75	1,200,000.00	5,611,042.66	2,470,092.53
Raleigh	34	27,667,993.00	9,455,523.00	2,100,000.00	13,829,047.00	2,283,423.00
Randolph	15	9,668,104.66	3,396,102.00	2,148,519.00	3,537,174.66	586,309.00
Ritchie	9	2,852,165.83	1,305,841.00	720,500.00	-0-	825,824.83
Roane	9	7,460,168.52	1,771,705.95	352,039.67	3,710,000.00	1,626,422.90
Summers	5	2,744,594.51	1,908,091.43	80,000.00	-0-	756,503.08
Taylor	8	2,492,765.31	1,342,000.00	921,824.15	-0-	228,941.16
Tucker	6	2,815,974.20	1,181,341.71	293,323.00	1,285,000.00	56,309.49
Tyler	8	3,631,713.56	1,488,881.56	-0-	1,877,334.00	265,498.00
Upshur	9	11,459,222.42	2,386,052.70	500,000.00	3,552,000.00	5,021,169.72
Wayne	32	10,507,272.61	6,280,084.48	2,206,000.00	-0-	2,021,188.13
Webster	5	6,115,762.42	1,898,339.48	1,760,747.63	2,183,525.66	273,149.65
Wetzel	6	10,936,594.50	2,779,318.46	950,000.00	4,924,286.92	2,282,989.12
Wirt	8	1,733,452.24	982,186.13	569,247.00	-0-	182,019.11
Wood	30	18,717,867.77	11,220,592.35	1,790,696.00	4,822,691.94	883,887.48
Wyoming	12	6,496,807.20	4,765,863.30	732,529.00	-0-	998,414.90
TOTALS	1015	$506,863,857.97	$202,667,513.39	$61,513,069.51	$149,343,550.48	$93,339,724.59
			(39.98%)	(12.14%)	(29.46%)	(18.42%)

Bureau of Finance and Administration

The county accreditation process went through its first full-year of implementation in its four-year cycle.

Bureau of Finance and Administration

The Bureau of Finance and Administration was responsible for the coordination of the internal organization and operation of the department and development and implementation of administrative programs and projects having statewide application. The bureau provided direct assistance and counsel to administrators at the county and local school levels. It was responsible for the supervision of county school budgets and the budget for the West Virginia Board of Education. The bureau also had the responsibility of transmitting all state and federal funds to the county school boards.

County Accreditation

The county accreditation process went through its first full-year of implementation in its four-year cycle. In July 1983, four-year plans for educational excellence from the 55 counties were received and reviewed by the state department of education. At its August and September meetings, the state board of education approved the plans and granted recognition status to 41 counties. The board also accepted the plans from the 14 counties to be reviewed during school year 1983-84, with their status pending the results of the reviews.

A recognition status was conferred on each of the 14 counties by the state board of education.

The fourteen counties reviewed were Barbour, Boone, Brooke, Cabell, Lewis, Lincoln, Marshall, Monroe, Pleasants, Pocahontas, Ritchie, Tucker, Tyler and Upshur.

Approximately 480 persons from 52 counties in teams of 25 to 54 members visited all of the schools a total of 213 in the 14 counties. The teams were composed of parents, lay citizens, teachers, principals, vocational educators, special educators, county board members, county administrators, service personnel, regional education service personnel, higher education personnel and state department staff.

These team members verified compliance with the standards, recommended areas for improvement and commended outstanding programs. In addition, monitoring for special education, continuing education, ECIA chapters I and II, and the school breakfast and lunch programs was conducted in cooperation with the county accreditation review.

One hundred thirty-four indicators were reviewed in 1983-84. Based on the on-site reveiw results, 48 percent of the indicators were met by all 14 counties. The number of indicators not met by the counties ranged from a low of four to a high of 20. On the average, the counties did not meet 13 indicators. Thirty-four indicators were not met by two or more of the 14 counties. Another 36 indicators were not met by one of the counties.

In addition, commendations, ranging from a low of nine to a high of 30, were given to the counties for exemplary efforts. Recommendations or suggestions for improvement occurred from a low of four times to a high of 32 times. On the average, 19 commendations and 21 recommendations were given. Recommendations and commendations provided a mechanism through which team members could address the quality of the programs they reviewed.

At least one improvement component, which addressed a county's needs beyond the standards, was required of each county. The average number of improvement components was eight. Examples of the components are adding computer literacy to the curriculum and improving instruction in mathematics, science and reading.

A recognition status was conferred on each of the 14 counties by the state board of education. All 14 counties received substantial full approval status. Within a year of having received this status, a mini review will be conducted in each county to verify compliance with the indicators not met during the on-site review.

In a move to improve public education in West Virginia, two steps were taken. First, many of the laws and policies which are the basis for the county accreditation program were revised to implement high quality standards. Second, additions and revisions were made to the standards to incorporate sections from phase I of state board policy §2510, the foundation policy for the master plan.

Personnel

The department sent position announcements to approximately 300 recruiting sources. Three-hundred and fifteen support applicants were recruited, tested, screened and referred for interviews, and 246 professional applicants were referred during the year. The office conducted orientation sessions for new employees, revised personnel policies, visited the state institutions now being served by the Department of Education, coordinated the employee evaluation process and completed various reports.

Treasurers

Since 1974, county boards of education have been authorized to either continue to appoint the county sheriff as the board's treasurer or appoint the board of education's fiscal officer as the board's treasurer. Presently, 47 county boards of education have assumed the responsibilities of the treasurer's function by appointing treasurers other than the county sheriff.

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School Finance

Minimum salary increases were $800 per year for teachers, with a $40 per year increase in the experience increment. For service personnel, salaries increased $44 per month with a $2 per month increase for each year of experience. Maximum years of experience were increased from 16 to 20 for service personnel.

In an innovative plan, the legislature provided $29 million from revenue surplus to provide salary equalization funds, to lessen the salary disparities among the counties.

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Upon passage of legislation in March 1983, the school finance office prepared to make state aid payments to county boards of education by depositing funds to their accounts with the State Investment Pool. This new procedure has provided safer and faster transfers of hundreds of millions of school funds, while providing county boards with additional interest income. In one year, this new procedure has proved so successful that 54 counties are now participating in the "direct deposit" method.

The office revised the account codes in the 200 series (instruction) of **The Handbook for School Finance.** This is the initial step in implementing the Handbook II, Second Revision, accounting system for school finance. The system will provide new information in detail on educational expenditures, especially in the areas of special and vocational education.

Data Processing

The Data Processing Section is responsible for liaison between the department and the centralized computer facility operated by ISSD. In addition to working with the various sections of ISSD for the entry, storage and processing of the department's data, this office provides consultation, systems analysis and programming to all bureaus for needed modifications to existing computer applications and implementation of new systems.

This section currently maintains 17 major systems serving all bureaus and touching many functions of the department. These involve about 40 computerized master files and more than 400 computer programs.

Major modifications have been accomplished in the areas of school finance and teacher certification, greatly expanding the data retrieval capabilities of these systems.

Publications And Printing

The fifth volume of STATE ED, the official publication of the state department, was distributed free to all teachers, administrators, other educators and some citizens. STATE ED continued to receive national and state honors for its educational communication effectiveness.

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The publications office prepared and distributed department publications and assisted other local school systems, state agencies and educational organizations. Staff members served as consultants to other department personnel and to county school systems, and they prepared vast numbers of publications under countless titles initiated by department personnel. They assisted in the writing, editing, photography and in graphically preparing enormous amounts of publications for printing.

West Virginia Board of Education
Funds Processed During 1983-84

Administration, Instruction, State Aid to Counties

2860	General Administration	$ 2,611,530
	Tuition Waiver	339,500
	Child Development Program	459,745
	RESA	411,728
	Aid to Homeless Children	50,000
2870	School Food Service	1,950,000
2875	Statewide Testing	141,502
	Professional Competency Testing	288,325
2950	State Aid to Schools	564,517,335
2960	Exceptional Children	7,180,714
7000	General School Fund	1,511,764
		$579,462,143

State Vocational Education

2890	Vocational Division	$11,840,855

Federal Vocational Education

7794	Consolidated Federal Funds - Vocational	7,992,047
8241-11	Job Training Partnership Act	3,663,449
8141-13	Curriculum Lab	20,737
8241-21	State Occupational Info. Coordinating Committee	40,983
		$11,717,216

Federal Programs

7783	Child Nutrition Programs	$31,152,313
	Foster Grandparent Program	318,540
	Sex Desegregation	40,117
	State Facilitator	31,246
	Veterans Education Administration	12,911
	Indo-China Refugee Program	2,827
7805	Exceptional Children	9,993,143
7816	Education Service for Institutions	169,207
7979	Veterans Education	77,433
8240-28	Basic Skills	39,717
	North Carolina Contract	74,881
	Governor's Civil Contingency ("I PROMISE")	10,583
	Governor's Honors Academy	1,300
8240-35	Child Development	132,218
8240-51	Data On School Facilities	20,000
8242	ECIA, Chapter II and Title IV-C	3,433,235
	ECIA, Chapter I	27,015,180
		$72,524,851

FFA-FHA Camp and Conference Center

3360	FFA-FHA Camp	$209,516
8245-07	Room and Board	644,351
8245-08	Crafts Program	19,308
8245-11	Waste Water Operators Training Facilities	1,389
		$874,564

WV Schools for the Deaf and the Blind

3330	WV Schools for the Deaf and the Blind	$4,150,197
8453	Special Revenue	628,227
		$4,778,424
	GRAND TOTAL	$681,198,053

Recommendations

1. That the **School Laws of West Virginia** be printed. The last printing was 1980 and has been appended by three cumulative supplements.